



**Lower
Manhattan
Cultural
Council**

EMPOWERING ARTISTS,
INVESTED IN COMMUNITY

TRAINING, NETWORKING, TALKS: ARTS ADVANCEMENT SERIES

*MAKING THE TRANSITION TO BEING A TEACHING ARTIST
A HANDS-ON WORKSHOP*

SAMPLE LESSON PLAN 1

Below is a sample lesson plan for reference use only. A Lesson Plan is a plan for a relatively short-term process of teaching and learning. Usually it describes one workshop session. A lesson plan is firmly grounded in reality when its goals are specific, measurable, accountable, repeatable, and bound by time. Although it can take many forms, a simple and effective lesson plan usually has an opening activity, a main activity, a sharing, and a closing reflection. During the main activity students gain knowledge of specific concepts and practice specific skills. During the sharing students demonstrate their understanding and ability. During the closing reflection students make connections and consider the implications of what they have explored, learned and practiced.

Teaching Artist: Jane Doe

Lesson: Pre-show workshop for an animal character show

School: PS58, Brooklyn

Grade: 3rd Grade

Number of students: 27

Other important information: 1 classroom teacher in the room. General Education class. 5 ESL students.

ESSENTIAL QUESTION: How do we start to develop characters?

OBJECTIVES: (Vision)

1. To connect the experiences of this workshop and the show they will be seeing.
2. To engage participants in developing characters and playmaking.
3. To inspire students to explore their own creativity.
4. Creating together to inspire and encourage community.
5. To encourage multiple perspectives and ideas.

GOALS: (To-do's/Activity goal)

1. Explore characters that the participants might meet in the show they will be seeing that has many animal characters..
2. Physically interpret and experience animal characteristics and qualities.
3. Create group Animal and one line of text.
4. Discuss how their experience of the workshop will parallel with what they might see in the show.
5. Understand physically and mentally how an actor or performer begins to develop a character

OPENING: Contract/Focus (5-7 minutes)

Atmosphere: Music from the show or in the style of the show will be playing as students enter the space.

- Have students begin standing in a circle.

Group Contract:

- Respect for everyone.
- Take a risk - everyone participates.
- "Time out" – pause for instruction when command is given by TA or classroom teacher.

One word: What you know (prior knowledge)

- Have students go around the circle and say one word about what they know about the show they are seeing. It could be a character from the show, what kind of animals they might see in the show, artistic elements they might see in the show like singing or dancing, or even an opinion about what they might think of the show they will be seeing. The students are not allowed to say "I don't know."
- First time around circle – just say the one word.
- Second time around the circle – Add a physical gesture that represents the word.

WARM – UP: Community and Creativity Building (5 minutes)**STOP, WALK, MELT**

- Have students walk in actor's neutral through space.
- Have students follow the simple physical instructions of: walk, stop, and melt.
- After a few rounds of that add level work: high, low, medium.
- Walk high, stop medium, melt low.

HEART OF THE LESSON: Exploring Character (20-22 minutes)**Part One: MAGIC ROCKS (8-10 minutes)**

- In a circle, explain that this will become our magic circle.
- Have you ever imagined what it would be like to be someone else?
- Have you ever imagined what it might be like to be an animal?
- Solicit a couple of examples from the students.

- Introduce Magic Rocks - Ask students to become a magic rock. Explain that the magic rock starts out crouched down as small as they can make themselves. From there we can grow into anything or anyone.
- Transforming out of the magic rocks ask the students to grow into a lion.
- First, open your eyes. What do a lion's eyes look like, what does a lion see, what is a lion looking for?
- Think about your mouth, your stomach, your hands, how does a lion stand?
- Once they have found their lion ask, "What does a happy lion look like, or a scared, tired, mad, or hungry lion?"
- When they are done ask what their experience was.
- What did you use?
- How did you use your hands, your feet, and your eyes?
- Continue to explore this with your students. Magic rocks grow into a Hyena. Take the students through the same steps as you did with the lion.

Part Two: Break the kids into 5 groups – 4 or 5 kids per group (10-12 minutes)

- Assign each group an animal from the show – elephant, monkey, warthog, giraffe, zebra, etc.
- Have each group create the animal that has been assigned to them as a team. Use all the kids in the group to create one animal.
- Remind kids to use levels while creating their animals – low, medium, and high. Give the added challenge that the animal must move across the stage. How does the animal move?
- Layer on sound – what does the animal sound like?
- Finally let them create one line for the animal to say. The line should be something that the animal wants. For example, the giraffe might want tall trees with lots of fruit to eat. The line would be: I want tall trees with juicy apples to eat.
- Instruct the kids that they can choose who says the line, or they might say the line all together or take turns saying the line.

SHARE: Ownership of Work (5 minutes)

Each group will present their work.

- The other groups will try to guess what kind of animal each group has created based on the movement, sounds, and lines that are given as a hint.

REFLECTION: Questions and Connections (5–7 minutes)

Part One: Reflection about participant's process and experience

- What was it like to create characters?
- What was it like to work together to create a character? What was fun and what was challenging?
- How did it feel to share your work?

Part Two: Think about the show you will see

- What do you think you will see in the show based on the work we did today?
- How do you think your experience is similar or different to the experience of the actors that you will see in the show?

- What questions do you have about the show you will see?

CLOSE: Ritual (1 minute)

Instruct the participants to stand up in a circle. Thank them for their focus, participation and exuberant spirit, etc. Instruct them that the TA will count back from three, and then we will all bow together into the center of the circle to honor our time and work that we did together.